**Lesson Plan Format**

**Teacher Candidate: Diane Camejo Grade Level: 6 Date of Lesson: Nov. 2011**

**Content Standards:**

* **Unit Goal:** By the end of the entire unit, students will have gathered information, facts, and opinions about global warming. Students will then be able to take a position on global warming and support their position with research.
* **DoDEA Standards for 6th Grade Social Studies:**

**6SSK8:** Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author’s perspectives).

* **DoDEA Standards for 6th Grade English Language Arts:**

**6E3a.1**: Relate the speaker’s verbal communication (such as word choice, pitch, feeling, and tone) to the nonverbal message (such as posture and gesture).

**6E3a.10:** Identify persuasive and propaganda techniques such as the use of words or images that appeal to emotions or an unsupported premise, used in electronic media (such as television, radio, online sources) and identify false and misleading information.

**Learner Background:** Describe the students’ prior knowledge or skill related to the learning objective(s) and the content of this lesson. How did the students’ previous performance in this content area or skill impact your planning for this lesson?

The students have had experience in conducting research using the internet. These skills will be utilized during this lesson. Students have also completed a science lab about the greenhouse effect.

**Student Learning Objective(s):** Identify specific and measurable learning objectives for this lesson.

* As a result of this lesson, students will be able to complete a Venn Diagram by conducting research to explore the two main points of view about global warming and climate change; global warming is caused by humans or global warming is not caused by humans. Researching these points of view will allow the students to answer the question, “Are human interactions with the environment the driving force behind global warming and climate change?”

**Assessment:** How will you ask students to demonstrate mastery of the student learning objective(s)? Attach a copy of any assessment materials you will use, along with assessment criteria.

* For this lesson, students will be assessed based on their completion of the graphic organizer and for participation in class discussions.

**Materials/Resources:** List the materials you will use in each learning activity including any technological resources.

Copies of the graphic organizer for each student

Computer lab

Internet Access

Various past and present (before and after photos) of the melting polar ice caps

List of approved articles/websites for student research

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

This lesson will be based on the guided discovery teaching model. The students will be given a list of pre-approved websites from which they will conduct their own research. These websites will allow the teacher to guide their research without interfering directly.

**Learning Activities:**

**Initiation:** Briefly describe how you will initiate the lesson. (Set expectations for learning; articulates to learners: what they will be doing and learning in this lesson, how they will demonstrate learning and why this is important)

Give each student a set of before and after photos of the polar ice caps. Ask the students what they notice about the pictures. Are they pretty much the same? What’s different? What’s missing? Ask the students what they think caused the photos to be different. Then, complete a KWL chart about global warming with the students. Keep in mind that they have already started a unit about global warming and the greenhouse effect in their science class.

**Lesson Development:** Describe how you will develop the lesson, what you will do to model or guide practice, what learning activities students will be engaged in order to gain the key knowledge and skills identified in the student learning objective(s). Identify the instructional grouping (whole class, small groups, pairs, individuals) you will use in each phase of instruction.

Divide the students into pairs or small groups. Give each group a copy of the pre-approved websites for student research. Tell the students that we will be researching whether or not global warming is caused by humans by looking at various articles online. Give each student a copy of the graphic organizer/Venn diagram. Allow the students time to discover through their research the opposing sides to this argument and what the two sides have in common. They will record their findings on the graphic organizer.

**Closure:** Briefly describe how you will close the lesson and help students understand the purpose of the lesson. (Interact with learners to elicit evidence of student understanding of purpose(s) for learning and mastery of objectives)

After the students’ have completed their graphic organizer by conducting online research, hold a class discussion about the students’ findings. Did everyone in their research articles agree that global warming was caused by human activity? For those that did agree, what were their reasons? For those that did not agree, what were their reasons? What did both sides have in common? At the end of the discussion, collect student work for further assessment.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
| Joey | 1. Joey struggles with writing and other fine motor movements. 2. IEP | Joey will be given access to a tape recorder where he can record his findings and comments. Joey may also be paired with a partner and they will complete the learning activities together. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?